



	Autumn	Spring	Summer
Enrichment	<p>SMSC Focus: REMEMBRANCE</p> <p><u>Educational Visits</u> Museum of Childhood Local walk – including Thames Ashburton Wood – Weekly Science seasonal change Room on the broom – Stratford Circus (booked for 2nd December)</p> <p>Autumn 1 - Traditional tales Cinderella, The three little pigs, Jack and the beanstalk, Little Red riding Hood, Hansel and Gretel, The ugly Duckling, Rumpelstiltskin, The Princess and the pea, The twelve dancing princesses, Beauty and the Beast</p> <p>Julia Donaldson Poetry The Rhyming Rabbit</p> <p>Author - Julia Donaldson – Autumn 2 The Gruffalo, The Gruffalo’s Child, The Snail & the Whale, Room on the broom, Sharing a shell, One Ted falls out of bed, Storytime, A squash and a squeeze, Charlie Cook’s favourite book, Superworm, Tabby McCat, Cave Baby, The smartest giant in town, Wake up do Lydia Lou!, Playtime, The paper dolls, Follow the swallow</p> <p><u>Homework Project</u> Create a family tree – e.g. written, 3D, pictorial and collage etc.</p> <p><u>Focus Weeks</u></p> <ul style="list-style-type: none"> Heritage Week & Choral Speaking Week (WB 26th September 2016) Science Week (WB 17 October 2016) Work Week (WB 14 November 2016) Rights and Respect Week – Safety/ friendship, anti-bullying (WB 21 November 2016) <p><u>Focus Dates:</u> Roald Dahl 100 year Birthday – 13th September 2016 National Poetry Day – 6th October 2016 Christmas Lunch – December 2016</p> <p><u>Assessments</u> Baseline Assessments: WB 12th September 2016 Autumn Assessments: WB 28th November 2016</p>	<p>SMSC Focus: IDENTITY</p> <p><u>Educational Visits</u> Colchester Zoo Ashburton Wood – Weekly Science seasonal change Emirates cable car & ferry to transport museum</p> <p><u>Texts</u> Alternative Fairy Tales – Spring 1 Seriously Cinderella is so annoying, Three wolves and the big bad pig, The true story of the three little pigs, Trust me Jack’s beanstalk stinks, The Wolf’s story, Red Riding hood was rotten</p> <p>Author – Oliver Jeffers – Spring 2 Lost and Found, The way back home, Up and Down, How to catch a star, The heart and the bottle, This moose belongs to me, The incredible book eating boy, The new jumper, Stuck</p> <p><u>Homework Project</u> My favourite fairy tale – create an image of your favourite fairy tale character and explain why they are your favourite.</p> <p><u>Assembly</u> Easter – 15th March 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Balanced Argument Week (WB 16th January 2017) Maths Week (WB 6th March 2017) Debate Week (WB 27th February 2017) Art and D&T Week (WB 27th March 2017) <p><u>Focus Dates:</u> World Book Day – 3rd March 2017 Red Nose Day – 17th March 2017</p> <p><u>Assessments</u> Spring Assessments: WB 13th March 2017</p>	<p>SMSC Focus: GLOBAL CITIZENSHIP</p> <p><u>Educational Visits</u> Buckingham Palace & Royal Mews Place of Worship (Gurdwara) Ashburton Wood – Weekly Science seasonal change</p> <p><u>Texts</u> Animals (non-fiction) – Summer 1 Poetry – Summer 2</p> <p><u>Homework Project</u> How many places can you find the Queen’s head? (A visual diary)</p> <p><u>Assembly</u> Curriculum – The Coronation - 5th July 2017</p> <p><u>Focus Weeks:</u></p> <ul style="list-style-type: none"> Year 6 SATs Week (WB 8th May 2017) KS1 SATs (WB 22nd May 2017) Refugee Week (19th June 2017) Sports/Health Week (3rd July 2017) <p><u>Focus Dates:</u> Coronation Workshop – 8th June 2017 Sports Day – 7th July 2017 Music Sharing – July 2017 Carnival – July 2017</p> <p><u>Assessments</u> Summer Assessments: WB 12th June 2017</p>

<p>Maths</p>	<p>AUTUMN 1 Unit 1 Numbers to 10</p> <p>Unit 2 Number bonds to 10</p> <p>Review 1</p> <p>Assessment 1</p> <p>Unit 3 Addition within 10</p>	<p>AUTUMN 2 Unit 4 Subtraction within 10</p> <p>Review 2</p> <p>Assessment 2</p> <p>Unit 5 shapes and patterns</p> <p>Unit 6 ordinal numbers</p> <p>Review 3</p> <p>Unit 7 Numbers to 20</p> <p>Assessment test 3</p>	<p>SPRING 1 Unit 8 Addition and subtraction within 20</p> <p>Unit 9 Length</p> <p>Assessment test 4</p> <p>Unit 10 Mass</p>	<p>SPRING 2 Unit 11 Picture graphs</p> <p>Assessment 5</p> <p>Unit 12 Numbers to 40</p> <p>Review 4</p>	<p>SUMMER 1 Unit 13 Mental calculations</p> <p>Unit 14 Multiplication</p> <p>Review 5</p> <p>Assessment 6</p> <p>Unit 15 Division</p>	<p>SUMMER 2 Unit 16 Time - include days of the weeks and months of the year</p> <p>NC activity – Fractions (find half and quarter) – link to time (half past, quarter past)</p> <p>Unit 17 Numbers to 100</p> <p>Unit 18 Money</p> <p>Unit 19 Money</p> <p>Assessment 7</p>
<p>Literacy</p>	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme correspondences) that have been taught. <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Learn to appreciate rhymes and poems, and recite some by heart. <p>Writing (Transcription)</p> <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order. Name the letters of the alphabet using letter names to 	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, -es, -ing, -ed, and –est endings. Read other words of more than one syllable that contains taught GPCs. <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher Understand both the books they can read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading. Discuss the significance of the title and events. <p>Writing (Transcription)</p> <ul style="list-style-type: none"> Add prefixes and suffixes using the spelling rule for adding –s and –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un-. Use –ing, -ed, -er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) Apply simple spelling rules and guidelines. 	<p>Reading (Word Reading)</p> <ul style="list-style-type: none"> Read words with contractions, e.g. I'm, I'll and we'll, and understand that the apostrophe represents the omitted letter(s). Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read phonically decode able books to build up fluency and confidence in word reading. <p>Reading (Comprehension)</p> <ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them. Predict what might happen on the basis of what has been read so far. Make inferences on the basis of what is being said and done. <p>Writing (Transcription)</p> <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words taught so far. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. <p>Writing (Composition)</p> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and the teacher. <p>Grammar and Punctuation</p>			

	<p>distinguish between alternative spellings of the same sound</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. <p>Writing (Composition)</p> <ul style="list-style-type: none"> • Write sentences by saying out loud what they are going to write about. • Write sentences by composing a sentence orally before writing it. • Write sentences sequencing sentences to form short narratives. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Leave spaces between words. • Join words and join sentences using and. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Understand how words can combine to form sentences 	<ul style="list-style-type: none"> • Form capital letters. • Form digits 0-9. <p>Writing (Composition)</p> <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils. • Write sentences re-reading what they have written to check that it makes sense. <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use regular plural noun suffixes (-s and -es), including the effects of these suffixes on the meaning of the noun • Use suffixes that can be added to verbs where no change is needed in the spelling of the root words (-ing, -ed, -er), • Understand how the prefix -un changes the meaning of verbs and adjectives. 	<ul style="list-style-type: none"> • Use the grammatical terminology in discussing their writing: word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.
Science	<p>Everyday Materials and seasonal change</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways; <ul style="list-style-type: none"> ◦ observing closely; ◦ using simple equipment; ◦ performing simple tests; ◦ identifying and classifying; • using their observations and ideas to suggest answers to questions; e.g. • gathering and recording data to help in answering questions by performing simple tests to explore questions, for example: 'What is the best material for an umbrella/ dog basket/ bookshelf/ leotard?' 	<p>Plants and seasonal change</p> <ul style="list-style-type: none"> • Identify and name a variety of wild and common plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees • Observe changes across the four seasons • Observe and describe weather associated with seasons and how day length varies <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • observing closely, perhaps using magnifying glasses, comparing and contrasting familiar plants; • describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. • recording how plants have changed over time, for example, the leaves falling off trees and buds opening; • comparing and contrasting what they have found out about different plants. 	<p>Animals (including Humans) and seasonal change</p> <ul style="list-style-type: none"> • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> • using their observations to compare and contrast animals at first hand or through videos and photographs, • describing how they identify and group them; • grouping animals according to what they eat; • using their senses to compare different textures, sounds and smells.
Geography	<p>AUTUMN 1 My School</p> <ul style="list-style-type: none"> • Use simple observational skills to study the geography of the school and its grounds. • Show changes that are happening in the local environment e.g. at school. • Suggest ideas for improving the school environment. <p>Mapping Skills</p> <ul style="list-style-type: none"> • Make simple maps and plans. • Use words such as near and far, left and right to talk about where things are. 	<p>SPRING 1 My Local Area</p> <ul style="list-style-type: none"> • Name, describe and compare places I know. • Link home with other places in my area • Understand how some places are linked to other places e.g. roads, trains. <p>Mapping Skills</p> <ul style="list-style-type: none"> • Use simple maps of the local area. 	<p>SUMMER 1 Seasonal Weather Changes in Britain and compare with suggested carnival country - India</p> <ul style="list-style-type: none"> • Describe seasonal weather changes. • Relate their own account of an event & understand that others may give a different version • Describe seasonal weather changes. • Name, describe and compare places.

	Seasonal weather changes throughout the year Looking at the weather types and patterns throughout the year.		
History	AUTUMN 2 What is the Past and What is My Past? <ul style="list-style-type: none"> Place known events in the order of when they happened Sequence events and recount changes within living memory (chronological understanding) Use common words and phrases relating to the passing of time Talk, draw or write about aspects of the past 	SPRING 2 Local Area (Leisure, transport and homes through the Ages) <ul style="list-style-type: none"> Continue to use common words & phrases relating to the passing of time i.e. before, after, past, present, then Identify some similarities and differences between ways of life in different periods. Use words and phrases relating to the passing of time Find answers to simple questions about the past from simple sources of information. Ask and answer relevant basic questions about the past. Talk, draw or write about aspects of the past. Describe some simple similarities differences between man-made objects Sort historical objects from 'then' and 'now' 	SUMMER 2 What does the Queen do? (Looking at key features of special events in her life) <ul style="list-style-type: none"> Understand key features of events Identify some similarities & differences between ways of life in different periods History off the Page workshop – Elizabeth I Coronation – 8th June 2017
ART	Local Drawings <ul style="list-style-type: none"> Use drawing to share ideas, experiences and imagination Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (David Hockney – Landscapes) 	Observational drawings of plant parts – drawing/ painting <ul style="list-style-type: none"> Develop techniques in using colour, pattern, texture, line, shape Explore colour mixing – primary/secondary colours Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines and making links to their own work 	Animal Prints <ul style="list-style-type: none"> Develop techniques in using colour, pattern, texture, line, shape, format and space using clay and printing to a large scale and in 3D Be taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (Kadinsky).
D&T	Toy Theatre <ul style="list-style-type: none"> Perform simple, useful, practical tasks using a basic range of tools and materials, and techniques 	Construct a town using different materials <ul style="list-style-type: none"> Explore different structures and strength Select the correct materials for the purpose Draw designs and labels Evaluate their own product and compare them to existing products 	Carriage for the Queen <ul style="list-style-type: none"> Explore mechanics (wheels, levers) Select the correct materials for the purpose Draw designs and labels Evaluate their own product and compare them to existing products
Computing	Online-Safety: Hector's World <ul style="list-style-type: none"> Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - Two lessons per term. Busy Things - http://busythings.lgfl.org.uk/ <ul style="list-style-type: none"> Use ICT hardware to interact with age-appropriate computer software. We Are Celebrating (Unit 1.6) <ul style="list-style-type: none"> Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. 	Online-Safety: Hector's World <ul style="list-style-type: none"> Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - Two lessons per term. GREEN SCREEN PROJECT We Are TV Chefs (Unit 1.2) <ul style="list-style-type: none"> Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions Write and test simple programs Record on green screen. 	Online-Safety: Hector's World <ul style="list-style-type: none"> Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school - Two lessons per term. We Are Storytellers (Unit 1.5) <ul style="list-style-type: none"> Enter, improve and print text using a word bank and keyboard NPW - JIT: Giving Instructions (J2E Code) <ul style="list-style-type: none"> Plan instructions for guiding a programmable object and screen based object.
PE	Fundamental skills <ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching Participate in team games, developing simple tactics for attacking and defending Gymnastics <ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities 	Fundamental skills <ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Gymnastics <ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities. 	Fundamental skills <ul style="list-style-type: none"> Master basic movements such as running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending. Gymnastics <ul style="list-style-type: none"> Develop balance, agility and co-ordination, and begin to apply these in a range of activities Dance <ul style="list-style-type: none"> Perform dances using simple movement patterns
Music	<ul style="list-style-type: none"> Use their voices expressively by singing songs and 	<ul style="list-style-type: none"> Play tuned and untuned instruments musically 	<ul style="list-style-type: none"> Use their voices expressively by singing songs and

	<p>speaking chants and rhymes</p> <ul style="list-style-type: none"> • Make and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> • Make and combine sounds using the inter-related dimensions of music 	<p>speaking chants and rhymes</p> <ul style="list-style-type: none"> • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music
RE	<p>Family and Friends</p> <ul style="list-style-type: none"> • Know what it means to live with family and friends <p>Christmas</p> <ul style="list-style-type: none"> • Know how Christians celebrate Christmas 	<p>Sikhism</p> <ul style="list-style-type: none"> • Know what it means to belong to Sikhism <p>Christianity</p> <ul style="list-style-type: none"> • Know what it means to be a Christian 	<p>Islam</p> <ul style="list-style-type: none"> • Know what it means to be Muslim? <p>Hinduism</p> <ul style="list-style-type: none"> • Know what it means to be a Hind
PSHE P4C	<p>Living in the wider world</p> <ul style="list-style-type: none"> • Rights and responsibility Week • Work week • Heritage week <p>Living in the Wider World – objectives and outcomes</p> <ul style="list-style-type: none"> • Develop active listening skills • Develop group skills 	<p>Health and well being</p> <ul style="list-style-type: none"> • Drugs and alcohol lessons • Healthy living <p>Health</p> <ul style="list-style-type: none"> • Express personal thoughts • Make a choice and give a reason 	<p>Relationships</p> <p>SRE Lessons</p> <ul style="list-style-type: none"> • Identify questions • Ask simple questions